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EVENING SCHOOLS.

THE Twenty-Fifth Report of the Secretary of the Board of Education contains the fullest description of the subject of evening schools which we have anywhere seen. In September last the Secretary sent a circular to the School Committees of the cities and large towns, soliciting information as to the history and working of their schools. This report embodies the statistics of these schools and the testimonies of Committees as to their results. We have room only for the general conclusions to which the Secretary arrives, and to which we desire to call the special attention of School Committees.

"The rapid increase in our cities and larger manufacturing towns, of a class both of foreign and of native extraction, who have been deprived of school privileges in childhood, attracted several years ago the attention of the benevolent, and led to the opening of evening schools for their benefit. In most cases these schools were taught by volunteer instructors, and supported by private subscription. Gradually, as their objects and results attracted public attention, they received municipal aid. Continuing to increase in importance and in public estimation, they became in 1857 the subject of a legislative enactment, which settled all questions

respecting the legal right to make appropriations for the support of a class of schools hitherto unknown to the law, and served to attract public attention still more forcibly towards them.

1. In our cities and large towns, especially those which are the seat of extensive manufactures, there exists a large class of persons, both children and adults, who, from various causes, have been and are shut out from all school privileges, and are subject to the varied misfortunes and disabilities which ignorance ever entails.

2. This class is practically beyond the hope of aid from the Common Schools, and must remain an abnormal and disturbing element in our social system, and continue to inflict upon it the numerous evils of which ignorance is the prolific parent, unless reached by some other and more fit instrumentality.

3. The success which has followed the experiments already made, points to Evening Schools as a beneficent agency for securing the end desired, and affords ample encouragement to organize them for uneducated adults, wherever they are found in sufficient numbers to justify the effort.

4. These schools should be made a part of the school system, supported at the public expense, — placed under the control of the School Committee ; and be instructed by teachers of the largest experience, those most thoroughly imbued with the spirit of their calling, whose skill and patience can untwist the cords of evil habits, and inspire the freed minds of their pupils with a noble ardor and courage to walk in the higher paths of knowledge, discipline and virtue, which are open before them.

5. To guard against any influence which Evening Schools might have in tempting parents to keep their children from the Day Schools for selfish purposes, none under the age of fifteen should be admitted as pupils, except in cases of pressing need, and at the same time a rigid enforcement of the truant laws, and of the law respecting children employed in manufacturing establishments, should be insisted on.

Let these schools be established in sufficient numbers, and with adequate equipments to meet the wants of such of our communities as need them ; and let them receive that cordial sympathy and liberal support which is so freely bestowed upon the Common Schools and which their importance seems to deserve, and they

cannot fail of doing much to remove from society that lower stratum, of which ignorance is the primitive formation, and from which comes much of the improvidence, unthrift, poverty, and most of the vices and crimes which we deplore, and concerning which the annual reports from our alms-houses and prison-houses give most painful testimony.

They will supplement and complete the work which our school system aims to do, but cannot now fully accomplish — a work no less than that of giving to every son and daughter of the Commonwealth, however humble, as a common right and at the public charge, that education which shall fit each for the intelligent discharge of the high duties of citizenship in a free State."

IS THE METHOD OF DIVIDING CONSEQUENT BY ANTECEDENT, TO EXPRESS RATIO, THE ONE GENERALLY ADOPTED?

BY W. D. HENKLE, LEBANON, OHIO.

I HAVE already shown that it is incorrect to call this method of expressing ratio, the French method. I know of no better name to call it than the *heels-over-head* method. As an answer to the question above proposed, I make the following quotations:

"The first interpretation is the one usually adopted." — *D. P. Colburn's Arithmetic*, p. 222; Philadelphia, 1855.

"Some mathematicians divide the first term by the second; others, the second by the first. The latter method is most used." — *Nelson's Mercantile Arithmetic*, p. 209; Cincinnati, 1859.

"The French method, being regarded the most simple, is now generally used." — *Ray's Arithmetic*, Cincinnati, p. 202, 1849, 1853; p. 195, 1857.

The incorrectness of these statements will best be seen by a reference to the practice of mathematicians. I have already shown that but one of twenty-two French authors adopts this method.

The so-called "French method" is not, then, adopted in France. Among the Germans, Euler, Hursch, Minding, Wittstein, Sachs, and Weisbach, adopt the opposite method. I have been unable, in examining the works of Pestalozzi, Schäfer, Schubert, Weyer, Hampel, and Lübsen, to ascertain their practice.

Among the English, I find more authors that adopt the so-called "French method," than among the French. Such is the practice of J. R. Young, and Barlow, in his discussion of proportion in the article *Geometry*, in the *Encyclopædia Metropolitana*. On the other side we find "Newton," Simson, Simpson, Maclaurin, Emerson, Playfair, Hutton, Leslie, Whiston, Keith, Vince, Grier, Bridge, Fennel, Hind, Wilson, Woodhouse, Bonnycastle, Thomson, Wood, Buxton, George Peacock, D. M. Peacock, Darley, Hymers, Lardner, Hamilton, Birkbeck, Galloway, Creswell, Bland, Hann, Miller, Aylmer, Bird, Rutherford, Whewell, Haddon, De Morgan, Byrne, Woolhouse, Tate, Cornwell, Fitch, Todhunter, Herschel, Mitchell, Barlow, Donkin; the author of the *Geometry* in the Library of Useful Knowledge; the author of a work on Analytical Geometry intended for the undergraduates in Dublin University, and the Senate-House Papers.

It may be urged that the quotations above given were meant to apply to this country. This may be; for I find Ray has so expressed himself:

"We have adopted the French method, because it is most generally used in this country."—*Ray's Arithmetic*, 1837, 1844.

"The French method is now generally used in the United States, though, in a few works, the other is retained."—*Ray's Al.*, Part I., p. 232, 1848.

Ray's method is adopted by D. Adams, W. Colburn, R. C. Smith, Emerson, Ray, Burt, Parke, McCurdy, Davies, H. N. Robinson, Tower, Tracy, Peck, Church, Lawrence, Courtenay, D. P. Colburn, S. L. Loomis, Nelson, and Schuyler.

On the other hand we have Pike, Ryan, Lewis, Day, Grund, Knapen, C. Bonnycastle, Vogdes, Totten, Hayward, Green, Talbot, Benedict, Rainey, Clark, Henkle, Duke, Heath, Stoddard, Dodd, Naylor, Tillinghast, Leach, Paterson, S. Smith, F. H. Smith,

Smyth, Swan, McCartney, James Robinson, Sherwin, Alsop, Greenleaf, Docharty, Coffin, Hackley, S. Chase, F. A. Adams, P. E. Chase, O. M. Mitchel, Olmstead, Eaton, E. Loomis, Thompson, Perkins, Whitlock, Gillespie, Chauvenet, Hill, Bartlett, Strong, Newcomb, Runkle, and Peirce.

I have quoted seventy-four American authorities, only twenty of whom adopt the method "most generally used in this country." To sum up the whole matter, we have 6 German, 21 French, 52 English, 1 Greek (Euclid), and 54 American authors, in all 134, that adopt the antecedent-consequent method of expressing ratio, and 1 French, 2 English, and 20 American authors, in all 23, that adopt the consequent-antecedent method, scarcely 1 in 8 of the whole number.

I have also consulted Bailey, Harney, Borden, Kelt, Gummere, Nichols, Ostrander, Filer, Phillips, Mann, Byerly, Hallowell, J. H. Porter, R. Porter, Schell, W. R. Johnson, etc., American authors; Wallis, Collins, Leybourn, Voster, Dilworth, Heather, Walkingame, Crosby, Maynard, Brewster, F. Young, Colenso, Cox, Bell, Jamieson, Imray, Lawson, Airy, Moseley, Cayley, W. Thomson, Salmon, Carmichael, Ferrers, Sylvester, Rankine, etc., English authors; Arago, Leroy, Frenet, Hermite, French authors; and Theodosius, Apollonius, and Archimedes, among the ancients, without discovering their practice. I have no doubt but that a discovery of the practice of the above authors would exhibit in a still stronger light that the consequent-antecedent method is exceptional.

NOTE. Barlow has been ranked upon both sides, because in his article *Geometry*, in the *Encyclopædia Metropolitana*, he divides consequent by antecedent, but in his *Math. Dictionary* he adopts the opposite method. So Young, in considering the magnitude of ratios, divides antecedent by consequent. Scholfield, an American author, says, on the same page, the ratio of A to B is $\frac{A}{B}$ and $\frac{B}{A}$.

JOHN FREDERICK, Elector of Saxony, held prisoner by order of the Emperor, Charles V., when his books were taken from him, said, "You may take the books; but that which I have learned from them you can never take, or even tear from my heart."

THE DEBATE AND RECITAL.

"THE DEBATING CLUB" is a new feature in our school. It was a voluntary association at first, comprising only a part of the lads, to whom one hour was allowed each Wednesday, for discussion. The exercise took place in presence of the whole school, and such spectators as happened to be present, the principal of the school presiding over the deliberations. So successful has the experiment proved, and so obviously advantageous the results, that it is made a duty now for all members of the male department to take part in the discussions.

Among the benefits to be derived, the following may be mentioned :

1. It induces the pupil to *think* with the view of accomplishing a specific object.
2. It requires *investigation*, by which the reason is exercised, principles and facts are acquired, and a more elevated character of reading is established.
3. Greater facility and precision in the use of language is obtained by practice in extempore speaking.
4. In no other way can an individual so readily gain that self-possession, that complete self-control and mastery of the mental powers, so often demanded of every one, in such a state of society as ours, and in such times as the present.

THE RECITAL. Akin to the debate we have introduced another exercise, which, for want of a better name, is termed the RECITAL. The primary object is to cultivate the power of clothing thought in appropriate language, and of presenting it in an easy, colloquial style, to a company of listeners. The pupil may select for a topic anything that will require a description. It may be an event in history, a brief biographical sketch, the relation of current events, or a good story. The subject matter for a "*Recital*" may be obtained, after reading a book, by forming a synoptical outline of the same, detailing the more interesting portions with a proper degree of minuteness. Among the topics which have been thus presented are the following: "Sir John Franklin," in which was given a brief sketch of his life, explorations, loss, expeditions sent in search of him, and the discovery of his remains; "Account of Lady Es-

ther Stanhope;" "Grace Darling;" "The sack of Rome;" "Aaron Burr," etc.

The exercise is equally adapted to both sexes. While it furnishes many of the advantages of the debate, it affords others of equal value. It accustoms the pupil to comprehend, with promptness and ease, the substance of a volume or subject; induces concentration of thought; cultivates memory; encourages the habit of investigation; affords practice in the use of language; stores the mind with useful information; forms the habit of noticing important facts and events, and imparts the power of presenting information to others with facility and in an agreeable manner.

Information obtained by the labor of one individual and thus presented, comes into the possession of more than a hundred other minds with little cost of time or effort on their part. The exercise greatly increases the interest of our "general exercises," stimulates the minds of the school to more elevated modes of thought and conversation, and induces a higher and more profitable course of reading.

A. P.

TIME APPROPRIATED TO DIFFERENT STUDIES.

ONE of the most important topics to be considered in connection with our public schools, is the relative amount of time properly devoted to different branches of study. I believe that the prevailing practice in this regard is in some points very erroneous. Certain studies occupy the time and attention of teachers and pupils, to an extent quite beyond their intrinsic value, and to the damage or exclusion of other branches. Let us bear in mind at the outset that every thing cannot be studied in the common school. The time and the capacities of the children are limited. But the branches which are studied should be those of the greatest value to our children when they shall enter upon the duties of life. Bear in mind again that the value of any study consists in two things; first, the information which is derived from it, suited to the wants of practical life; and second, that discipline of the mental powers

by which a man is enabled to acquire other knowledge, to remember and classify facts, to apprehend the relations of things, to reason clearly and to act promptly in all the business of life. Some studies contribute more to our practical knowledge, others to our mental discipline. Nearly all studies, of course, add something to both. Now the question for us to consider is, whether the ordinary studies of the public school, as commonly pursued, are adapted to secure these two objects in the best proportions.

Let us compare, first, the study of language and the study of numbers, as found in the schools. Every child learns something of reading and spelling. Most of the girls learn something of grammar; and a smaller number of the boys learn less of it, theoretical or practical. To composition, the most effectual means of learning the language, very little attention is given by either. Arithmetic, on the other hand, engrosses the attention of all, from the beginning of the course, at six or eight years, to the end of it. In a great majority of the schools it is only written arithmetic — arithmetic by rule and by rote. The high ambition of each seems to be, to “do the sums,” — to “cipher through,” first the “Common School,” and then the “National;” and no young man thinks his arithmetical character fully established, until he can “get the answers” to all Father Greenleaf’s questions, practical and unpractical, arithmetical, geometrical, algebraic, and nondescript. It is just to say that a vast improvement has been made, within a few years, in the manner of teaching arithmetic. More of the *science* of numbers is learned, along with the art; and, as a consequence, more of both knowledge and discipline is derived from the study. Still it is true that a great part of the time spent over the slate and arithmetic contributes to neither, so much as it ought. More of mental arithmetic should be insisted upon, with reference both to training the powers of memory and analysis, and to the practical uses of arithmetic in every day business. And written arithmetic might well be confined, in ordinary cases, to a thorough explanation of its principles, and a sufficient number of examples for illustration. Arithmetic thus studied would contribute its fair proportion to the two purposes named above. It is doubted whether the mere *intellectual puzzles, the extraneous and super-arithmetical matter* contained in some of our text-books, are of much worth in promoting

healthful and symmetrical discipline, while, as an addition to our practical knowledge, they are of none at all.

But allowing that this long dwelling upon arithmetical difficulties may add something of intellectual sharpness to our Yankee boys, would it not add much more to their respectability as scholars and their usefulness as citizens, to spend a portion of the time thus devoted, in learning to read, and spell, and speak, and write, their mother tongue with more propriety? I claim that the thorough and careful study of language may impart as *much* of mental discipline as the study of arithmetic; and if there is a difference in the kind of training secured by the two, it is not in favor of the latter. But when we consider the value of the two as means of practical usefulness and personal accomplishment, it falls far below that of language.

To read well, is an elegant art, rarely attained by our young people. How few of them can take up an evening journal, and read the news of the day, especially from the telegraphic columns, intelligently and without hesitation. This would not be so if half the time consumed upon the less useful portions of arithmetic were given to the *study* of reading,—newspaper reading with the rest,—with dictionary and gazetteer in hand. Then, again, how few of our children on finishing their course at school, can express themselves with grammatical propriety in ordinary conversation; and how few of our young men can present their opinions in an address or a public debate with fitness and force, simply because they have not learned the ready and accurate use of their mother tongue. Still again, if called upon to communicate their thoughts on any subject through the press, or to draw up a business document, or a series of resolutions, or to indite an important epistle, to what “lame and impotent conclusions” do they often suddenly come, to their utter confusion. And this want of early training in the grammar and composition of the language, is felt in after life much more seriously than any want of skill in solving arithmetical enigmas. I hope not to be misunderstood. Arithmetic is one of the most valuable and beautiful studies; beautiful in its place and season, but not when it overshadows and dwarfs all other branches of the tree of knowledge. Our conclusion, then, seems a very safe one, that, as compared with reading, spelling, and grammar, arith-

metic has received too large a share of attention in the common schools.

History, another branch of study admitted to a place in the schools, has not, however, received the attention which its importance claims for it. At this crisis in our national career, it seems especially befitting that our school children should study the history of the fathers — the fathers of the settlement and the fathers of the revolution. Older and younger, we should trace anew the steps of the process by which they built up our temple of liberty and law, from the foundation laid in the cabin of the May Flower, to the top-stone which crowned it in the constitution. We should become familiar with their labors and self-denials, their hopes and fears, their struggles and triumphs, as recorded in the pages of our marvellous history, and from the cost of our institutions, endeavor to estimate their value. In this way most effectually can the schools be taught the principles of patriotism which the statute enjoins. If in many schools there is not time for distinct recitations in this study, some properly prepared work in history might be used as a reading book, and combine the two exercises in one. The miscellaneous reading of the ordinary books has its peculiar advantages. So also would the continuous historical narrative. Perhaps for this purpose something might be subtracted from the study of geography; or rather by the study of history along with that branch, its bleak coast-lines and desert wastes would freshen and grow green with beauties unseen before. E. P. WESTON.

MAXIMS OF LOUIS NAPOLEON. — By adding the words true principles to "ideas," in these "maxims," we have sound philosophy, as well as shrewd policy. Napoleon's success is mainly due to the fact that he studies and comprehends his epoch.

"March at the head of the ideas of your age, and then these ideas will follow and support you.

"If you march behind them, they will drag you on.

"And if you march against them, they will certainly prove your downfall."

[For the Massachusetts Teacher.]

PROFESSOR ARNOLD GUYOT.

OUR readers will notice on another page, an announcement that a series of Mural or Wall Maps is about to be published under the direction of Professor Arnold Guyot, of the College of New Jersey, Princeton. This distinguished writer on physical geography, *facile princeps*, is personally known to a very large number of the teachers in this State; and even the younger generation, who may not have received his oral instruction, as the older teachers have, must be well acquainted with his reputation.

It is now nearly fourteen years since he removed his residence from Neufchatel, in Switzerland, to Cambridge, Massachusetts, in company with his eminent friend and associate, Professor Louis Agassiz. In the winter following his arrival in this country, he delivered, in the hall of the Lowell Institute, a series of lectures upon Comparative Physical Geography, which may be said to have first directed the mind of the American public to a philosophical study of "the life of the globe." These lectures, having been given in French, were translated into English by President Felton, of Harvard College, and published as a volume under the title of "Earth and Man." In this form they have passed through many editions, in Europe as well as in this country, and have continued to be, up to the present time, the very best manual of physical geography to be met with in any language.

Shortly after the delivery of this course of lectures, the two Neufchatel professors, now neighbors within the shadow of the walls of "Fair Harvard," became associated with several American instructors as lecturers, under the auspices of the Massachusetts Board of Education, in the Teachers' Institutes of this State. We hope we shall not be considered as disparaging, in the slightest degree, the services of the other gentlemen, when we say that the lectures of Professor Guyot had a peculiarly quickening influence upon the minds of all who followed him. The subject of geography was one which every teacher of every grade expected to teach. Almost all who had made the attempt had been wearied with trying to impart a knowledge of "the ten thousand useful facts" which, up to that time, had constituted the basis of the geographical textbooks in New England.

Innumerable names of rivers, lakes, capes, and bays, taxing the memory beyond endurance, and common-place or trivial descriptions, constructed on no other apparent principle than that of giving a prescribed number of lines to each State, made tough work for teachers and pupils. We will not pretend to determine how much the text-books have improved since then, but of this we are certain, that Professor Guyot, by his lectures in this and other States, in Teachers' Institutes, and Normal Schools, and Colleges, has imbued the minds of intelligent teachers with different notions of geography from those which were formerly held. He has pointed out the relations of one part of the earth to another, of hemisphere to hemisphere, continent to continent, north to south, east to west ; he has shown that the world, as much as the human body, exhibits design in all its members ; that the air, the ocean, and the land, act and react perpetually upon one another, fitting this "terraqeous sphere" for all the wants of the human race ; in short, that there is a "life of the globe"—that **THE EARTH** is an organic whole, fitted, by all its structure, to be the home of **MAN**. These views, when first propounded, attracted attention almost as much from their novelty as from their profundity. We are glad that they are becoming familiar. Few teachers in this State, as we trust, are now unacquainted with them : so that whatever text-book they make use of, their classes are not left to wander, without the guide of principle and law, in the ancient wilderness of miscellaneous facts.

None of the numerous followers and pupils of Humboldt and Ritter has entered more completely into the spirit of investigation which was evinced by those acknowledged masters, and none has developed in a more felicitous manner, or with more important additions, the views which they were foremost to announce. Having been their scholar in early life, Professor Guyot entered into their views with an enthusiasm which foreshadowed his later distinction. But he has never been their pupil merely : he early became an independent investigator of the laws of the natural world. The mountains and glaciers of his native land were his constant and favorite study before his removal to this country ; and here he has lost no opportunity to become acquainted with the various mountain ranges which constitute the Alleghany system, as it lines the Atlantic

coast from Nova Scotia to Georgia. He has published, in a recent number of the *American Journal of Science*, the preliminary results of his measurements and surveys, illustrated by a map (first issued in Petermann's *Mithulunger*). Strange as it may at first seem, this article and map constitute, as we believe, the only authentic general survey of the Appalachian chain which has ever been printed. Especially in the South, the barometric measurements which Professor Guyot personally made are the only trustworthy data which we have in respect to the higher peaks.

It will be seen by these remarks that we place the highest estimate on the labors of Professor Guyot. He is now in the full maturity of his powers. His education, his pursuits, his residence in Europe and this country, his philosophical mind, his enthusiasm, his attainments, and his acquaintance with the wants of teachers, fit him to be of eminent service to the educational interests of our country. We await, with appetites increased by delay, the maps which he has now promised.

We understand that in his recent trip to Europe, Prof. Guyot made particular inquiries in respect to the most approved methods of map-drawing; and, while the series now announced will be emphatically his own, both in design and in execution, the experience of other countries will not be overlooked or disregarded. Those who have seen something of the work assure us that for simplicity, clearness, and comprehensiveness, this series will leave nothing to be desired. It is constructed in a very different manner from the series of mural maps of which he published two or three some years ago, and which are now withdrawn from the market.

LITTLE PITCHERS HAVE GREAT EARS. — Do not flatter yourself that you can talk about ordinary matters, before a child from two to five years of age, without being pretty well understood. While talking, watch the child's eyes and face, and if you cannot discover that the child understands you, more or less, then you are not good at reading thoughts.

WHAT DOES THE TEACHER OWE THE SCHOOL?

WE suppose it to be an axiom, that no person should assume any responsible position, the duties of which, however onerous, he is not willing to fulfil. He is, of course, at liberty to refuse the place; but, having accepted it, he is not at liberty to hold it and to reject the responsibility.

This proposition applies, of course, to the teacher. The school is to be disciplined and taught. The work is put into his hands; and, by accepting it, he really pledges himself to do it to the best of his ability. No committee, however attentive and intelligent, can have but an indirect influence on the work of the school. They give it up to the teacher, and expect, and justly, too, that his time and talents shall be given as an equivalent for the salary which they pay him. The contract is a fair one. The salary and the work *should* be literally equivalents: often, however, an equality never exists between them. Sometimes the deficiency is in the one, sometimes in the other. Is it not as often on the side of the teacher's work as on the side of the salary?

We start with the general statement, that the teacher owes to the school every thing in his power which is necessary to its full and complete success, and that, if he is not willing to give all this, he ought not to hold his position. This may be granted: we hope it is by all the readers of the *Massachusetts Teacher*; and yet there are several minor points, as many will call them, to which, often, is not given the consideration which they deserve, and which we propose briefly to state.

Nothing is small in the management of a school. If one thing is neglected or wrong, the whole machinery grows deranged; it may be quickly or slowly, but in either case, surely.

We will pass over the case where the teacher is not intellectually competent to conduct the school, and we will suppose he is so fitted. It is his duty, then, to be at least *as* thoroughly prepared on the lessons he hears recited, as he expects the class to be. For this there are obvious reasons. Who does not know that a class are more interested, more willing, more enthusiastic, when they always find the teacher prepared on all little points of the lesson; when he knows, as well as they, exactly where it commences and where

it ends ; when he is never taken by surprise by any mistake or misstatement of the book, because he knew it was there before he came to the recitation ; when he illustrates fully, readily, and clearly : than when he seems not to have opened the book since the last recitation ; when the work commences with the question, " Where is your lesson to-day ? " as if he were a casual visitor, and the class is fortunate if a dispute as to the length does not use some three or four minutes of the recitation time, which is always so precious ?

As to the use of the text-book by the teacher, he must be his own judge. One great argument in favor of not using it, is found in the fact that the teacher is, in that case, *forced* to prepare the lesson carefully, as he ought to do. It seems to us that any one who has ever tried teaching without the text-book, would be very loth to use it again, except where it is absolutely necessary, as in questions in geography with young classes, or in books like Fasquelle's French ; and even in the latter it can be dispensed with while the rules are given. It is such a pleasure to be entirely free to look your pupils in the face, and to have your hands at liberty for purposes of illustration. As to hearing a recitation in mathematics, geometry, for instance, with a book, we hope no one of us needs to be argued with. We ought never to hear a lesson without previous preparation.

There is another point, closely connected with this. Not only should the subject matter of the lesson be prepared, but the teacher should have in his mind some idea — the more clearly defined the better — of the order in which the recitation is to be conducted, and some reasonable order, — that is, an order for which he can give a reason. For instance : If part of the time of a recitation in geography is to be employed in drawing maps, and part in questioning, the teacher should consider, before the recitation commences, which shall be done first. Of course circumstances would affect the decision. Generally, the most interesting should come last ; but at any rate, *none* of the time in school should be taken up in considering such questions. Again : If the maps are drawn on slates or papers, and these are to be collected for the inspection of the teacher, he should have thought, *beforehand*, just how he will have it done, and what arrangement will save most time and produce the least disturbance. If the outline maps are to be used

for recitation, he should see to it that the right one is in the right place, and ready for use at the right time. Is a new lesson in arithmetic to be assigned, and part of the text or some of the examples to be omitted? Will it not be well for him to know, before he enters the school, just what part, or which examples? Of course, as the recitation goes on, some question or accidental circumstance may somewhat alter the order arranged, or the intended explanation. A recitation may take an unexpected form; but, in any case, the teacher is master of his position, and the recitation moves on still with some definite object and order. Every recitation should be moulded by the teacher into something perfect in itself. It should have a beginning, a middle, and an end. These are little things? Yes; but just the things that affect the working of school machinery and true success.

Suppose, while a recitation is going on, some question arises which the teacher does not choose to answer, but, preferring that the class should discover the answer for themselves, tells them to look it up. If he prize the interest of his pupils, let him guard most carefully against forgetting to ask for any thing they may have discovered on the subject. Let them feel that when he tells them to look for any thing, he remembers it, and will surely, at some time, require the account from them. To be sure, the pupil should study the subject for his own good, and not for recitation; but nothing is more discouraging to him, if he is enthusiastic, than to have the teacher forget to recur to the subject again. It makes him feel as if, after all, his teacher did not really care about the matter, and the next time he will probably forget to search.

If there are lessons which are to be assigned not in regular order, or subjects to be given for composition, let them be attended to punctually and at the proper time. Let the pupil know that when the day comes for his subject to be given, it will be forthcoming.

In correcting written exercises of any kind, is some prevailing fault found? Should not that fault be publicly spoken of? — and when, and how? If memory will not serve for all the details of the day's work, a few memoranda will. This careful pre-arranging should be part of our preparation for each day.

We have seen teachers — New England teachers, too — stop

their work entirely on the entrance of some visitor, and spend half an hour or more in conversation with him. To whom does the school time belong? Have they any right to use it for their friends or their private affairs?

Perhaps the out-of-school work for the school comes in the way of some amusement. Exercises should be corrected; but some evening gathering tempts in another direction. The teacher gives his pupils for a motto: "Duty before pleasure." Shall he shrink from acting by it himself? The next morning when he enters his work-room, with every thing ready and in order, he will not regret the self-denial; and an evening's enjoyment does not pay for a day of confusion and irregularity. Let those bear witness who have experienced it. But if the teacher loves his work as he should, — if he has chosen it as his work, feeling that it is of right his, his duties are his pleasures, and he finds perfect freedom in perfect obedience.

But again: the teacher should not confine himself so closely as to injure his health; for, in so doing, he defeats his purpose. Other things beside application to work, however, quite as often injure the health and destroy the efficiency of the worker. He owes his school *his best self*, not himself tired and worn out with late hours and undue excitement.

No one seems to doubt the usefulness of associations of clergymen, or lawyers, or physicians, and yet many teachers profess to have no interest in teachers' associations, and say that they derive no good from them. We cannot understand the feeling. Is it not reasonable that it should be productive of enthusiasm, earnestness, and mutual improvement, for those who are engaged in the profession of teaching, to meet and exchange thoughts and experiences? The magnetism evolved by a common interest and common aims, awakens thought and stimulates to renewed exertion. We feel how many are working with us, and grow strong again in the strength of all, — hopeful where we were doubting, more ready to work patiently, more proud of our calling.

Some teachers say that they never think of their schools out of school hours. What should we predict of the success of the physician who never permitted himself to consider the cases of his patients except when he entered the sick chamber; or the clergy-

man who never thought of his sermon till he stood in the pulpit ; or the lawyer who attempted to plead his case without any previous study ? Are not these parallel cases ?

Often the want of interest in some lesson on the part of the teacher, arises from a careless preparation, or no preparation at all, for it. Let him throw his energy into it. If there is a lesson in which he is conscious he is not interested, let him work all the harder on that. Faithful study of any subject seldom fails to bring its reward of intellectual pleasure. As soon as he is interested, and not before, the class will be also. A new life will circulate through it, and the recitation, which was before slow and tedious, become full of life and vigor.

It may be objected, that this article would tend to make the teacher too much a teacher, and nothing else. He cannot be everything, *well*. "He that teacheth, let him wait on his teaching." That is his work. If that is thoroughly done, he may well leave other men to take care of other things. His faithful work will answer for him for years to come, in its influence on minds with whom he may never have come directly in contact. Emerson says truly, "Nothing is beneath you *if it is in the direction of your life* ; nothing is great or desirable if it is off from that ;" and again, "The man who has found what he can do, can spend on that and leave all other spending."

Let it only be said, in closing, that the writer is not a looker-on, but one who has claimed, for six years now, the proud title of a

MASSACHUSETTS TEACHER.

AT LINCOLN CATHEDRAL there is a beautiful painted window, which was made by an apprentice out of pieces of glass which had been rejected by his master. It is so far superior to every other in the church, that, according to tradition, the vanquished artist killed himself from mortification. — *Macauley*.

DR. ARNOLD said, "The difference between one boy and another is not so much in talent as in energy."

THE STUDY OF AGRICULTURE IN SCHOOLS.*

By a recent enactment of the Legislature, the subject of Agriculture has been placed among those studies, which, at the discretion of the School Committees in the several towns, may be pursued in all the Common Schools of the State.

Now it seems to us to be a matter worthy of peculiar effort by this Agricultural Society, to encourage this study in the schools of Norfolk County. We must all wish to have our children made familiar with the application of science to the common, useful arts, and especially to the art of Agriculture. We would, if possible, create in them a *taste* for agricultural and horticultural pursuits, in early life, which would make these occupations more desirable and pleasant, as well as more profitable, in after years. We would awaken a laudable ambition to create and preserve something of use and of beauty, as the work of their own hands. We would stimulate them to raise, by means of their own labor and its fruits, a fund for the enlargement of a school library, or the extension of school privileges, which would always be a source of grateful reflection in after life, as well as of immediate benefit to them personally.

Young lads and young misses might easily obtain permission to cultivate a piece of land near to their school-house; or, perhaps, would find room enough on their school-premises, for a garden, in which small fruits and flowers might be raised. They would be benefited by the labor of cultivating a garden or a field; and by the habit of taking special care of it, as their own property. And, then, by the sale of whatever they have produced, in this way, they might be benefited by their pecuniary gains. In short, the work, it seems to me, would be beneficial to them in every way; especially, if they were counselled and aided in it by the members of this society, in their several localities.

I propose, therefore, that the society should offer liberal premiums, in three grades, for each of the following things:

For the best flower garden, cultivated and kept in order by the scholars of any Common School in the County.

* This communication, presented to the Norfolk County Agricultural Society, at its last meeting, is to be acted upon by that body in June next. The initials appended will suggest the name of an influential member of the Board of Agriculture, and of the present Legislature.

For the best crop of any cereal or vegetable product, raised by the scholars of any Common School in the County.

For the best crop of small fruits, grown by the scholars.

C. C. S.

OBJECT TEACHING IN ELEMENTARY EDUCATION.

PROBABLY there has been no period during the past twenty-five years when the attention of educators and teachers has been so generally turned to the subject of elementary education as at the present time. Our schools having been conducted on the plan of requiring the pupils to commit to memory and recite, until the unsatisfactory results of the course compelled educators to look about for a more sensible method of primary education, they seized upon those principles which had their first promulgation in the inductive system of Bacon, and are endeavoring to apply them to the training of children in primary schools.

The folly of trying to teach children to reason before the age at which the powers of reason can be developed in the mind, has been fully demonstrated by long years of bitter experience. Efforts are now making to institute a system of elementary education, which shall commence with exercises of the senses, and through them develop the perceptive and conceptive faculties, and cultivate habits of accurate observation and ready language, by describing what has been observed; also, subsequently, to develop the imagination, comparison, reason, and judgment.

This system harmonizes with the plan which God has arranged for training the infant mind. He does not begin by teaching it words and sentences, of the meaning of which it knows nothing, but through its senses the mind gains knowledge of the objects, animate and inanimate, which surround it. By experience in touching, seeing, hearing, etc., it learns their forms, colors, size, qualities, and through language their names; and the knowledge thus obtained forms the basis of subsequent education.

The system of instruction by *object teaching* commences with God's plan of education, and leads the child forward systematically,

developing its powers of thought and language. It continually associates words with the objects and actions which they represent, thus giving them a reality to the child.

A visit to a school conducted in the ordinary way, where inattention, unintelligent repetition of words, and the consequent dullness exhibited by the pupils, may be seen, — followed by a visit to a school where the system of object teaching prevails, will quickly convince the most skeptical of the superiority of the plans which harmonize with nature. In such a school as the latter, the children may be seen engaged in counting, adding, subtracting, multiplying, and dividing pebbles, or other objects, for first lessons in number; drawing lines and figures, and measuring them, for lessons in form and size; printing words on their slates while learning to read and spell; drawing the form of the school-room, yard, etc., for lessons in place, preparatory to geography; arranging patterns of colored paper, worsteds, or flowers, for training the eye to observe beauty and harmony of colors; observing pictures of animals shown them by the teacher, and pointing out their principal parts, while they are led to perceive how admirably God has adapted them to their habits and modes of life. In such a school all is activity and attention. Children *think* of what they say, read, and do; there is no mere repetition of words that have been memorized.

Such plans of teaching are now being introduced into the schools of several cities, and into the best schools of smaller towns. This system of instruction and development by object teaching has been more thoroughly carried out in the public schools of the city of Oswego, N. Y., than in any other place in this country. During the past year the Board of Education established a *training school* there, to prepare their teachers for instructing by this system. A few teachers from other places were admitted to this class. A lady from London, who had been engaged there for fifteen years in the "Home and Colonial Training Institution," was secured to take charge of the school at Oswego. Its first class of graduates are eagerly sought for, to introduce the system into State Normal Schools, and also by City Boards of Education. The fact that the demand for such trained teachers is far beyond the supply, is indicative of the rapid progress of the system, and of its appreciation by those who examine it.

On the 11th of last February, a large number of educators from different states assembled at Oswego, by invitation of the Board of Education, to examine the practical workings of this system. The examinations were continued during three entire days, and were conducted in a most thorough manner, even to the sending out of the city to procure a class of children who had never been instructed by this system, and requiring the teachers to show the process of applying the system to such a class. The examinations resulted in the earnest conviction among those present, that the system is superior in its character, practical in its application, and deserves the attention of educators and teachers throughout the country.

N. A. CALKINS.

EXPULSION FROM SCHOOLS.

THIS punishment is doubtless sometimes necessary, but it is too common an occurrence, and should be inflicted only in extreme cases as a *dernier resort*. We have found boys expelled from school who seemed to us neither vicious, nor incorrigible, nor malicious; whose offences were venial rather than "mortal," originating in heedlessness, love of fun, restlessness, stupidity, or aversion to study, rather than sullenness and depravity; whom milder measures might restrain and stimulate to studiousness and fidelity. Instead of operating as a reformatory measure, a hasty expulsion sometimes awakens a sense of injury, and a spirit of retaliation, and involves that disgrace and loss of self-respect which weaken the restraints of virtue. This measure is occasionally adopted as a cheap riddance of trouble, a cowardly retreat from difficulties, which a courageous and earnest spirit would meet and master. "That rascally John —," said a teacher, "If I could get rid of him, this would be an easy school to govern." We replied, "John's recitation is enough to show that he is a bright boy. Give him a fair trial. Here is a chance to test your teaching tact and skill, and win an important victory. Study John till you can so thoroughly read him as to find some unexplored avenue to his heart, some latent sense of right or honor, or some good point

whereby you may encourage him. In some way get on the right side of him, visit his parents, enlist their coöperation, and by one or all these measures you may save him." "I'll try," was the response, and not long after word came from that faithful teacher, "John is now one of my best boys." So many scholars within our knowledge have been dismissed in disgrace, whom gentler influences might have reclaimed, and sometimes expelled by the teacher while in a passion, and at heart more culpable than the pupil, that we have grown bold in imploring teachers never to abandon any boy as a "hopeless case," until they have exhausted all the measures which skill and kindness can wisely employ.

A quiet moral power ought to reign in the school-room, rather than coercive and extreme measures. Its influence is more happy, effective, and permanent. True wisdom and skill in school government consists in the prevention, rather than the punishment, of offences; in interesting and occupying pupils; cultivating the better feelings of their nature, truthfulness, generosity, kindness and self-respect. Refined manners, winning tones, and an earnest spirit, will exert a peculiar sway even upon the rudest and most unmannerly youth. There is a silent power in the very face of a teacher beaming with love for his pupils, and enthusiasm in his noble work.

B. G. N.

HIGHER STUDIES.—It has often seemed to us a serious, as it certainly is a prevalent error, to push children into the higher studies before they are well grounded in the common elementary branches which lie at the foundation of a good education, without which no lofty superstructure can be safely reared. A precocious development is sometimes secured by the premature stimulus of the reflective faculties, in the pursuit of advanced studies, when such overtasking of the juvenile mind is prejudicial alike to the permanent growth of the mind and the health of the body. At some school examinations it has been a painful necessity to hear little lispers astonish admiring spectators by their ready answers from "Juvenile Philosophy," or "Physiology for Beginners," etc. It is to be feared that time will not verify the predictions which these precocious prattlers called forth.

B. G. N.

THE BIBLE IN OUR PUBLIC SCHOOLS.

SOME expressions of feeling given recently in certain religious assemblies, together with representations made by petition and otherwise to our State Legislature, indicate that many misapprehend the recent action of that body, relative to the law concerning the reading of the Bible in our Public Schools.

The law as amended, now reads as follows :

SEC. 1. The school committee shall require the daily reading of some portion of the Bible, without written note or oral comment, in the Public Schools, but they shall require no scholar to read from any particular version, whose parent or guardian shall declare that he has conscientious scruples against allowing him to read therefrom, nor shall they ever direct any school-books calculated to favor the tenets of any particular sect of Christians, to be purchased or used in any of the Public Schools.

The changes wrought by this bill are as follows, and for the following reasons: First, the descriptive phrase, "the common English version," has been dropped. This was done for the reason that it seemed to the Catholics to give preference to a Protestant book, to cast reproach upon their revered Bible, and "to introduce the Bible as a symbol of faith," thus giving the law a sectarian influence. It has been feared by some that the removal of these designating words, will leave the question as to what version of the Bible should be used, to be decided by school committees, and so lead to bitter political contests between Catholics and Protestants, in the choice of these committees. But a new edition of the Douay Bible must be published before this can be possible, since there is no edition at present *free from notes*. Moreover, in the opinion of most eminent and reliable lawyers, this is not an open question, since in point of law "The Bible" in the courts of Massachusetts will be ruled to mean the translation made under King James.

The next change in the old law is embodied in the clause prohibiting all written notes in, and all oral comments upon, the portions of the Bible read in our Public Schools. This addition was designed to exclude all the present editions of the Douay version, which, abounding as they do, in doctrinal comments, are manifestly sectarian books; and also to restrain teachers, whether Catholic or Protestant, from giving sectarian instruction. Many regretted this prohibition, thinking that it restrained the teacher

from giving necessary moral instruction. The regret is needless. At any other stage in the exercise of the school, a teacher may exhort his pupils to practice any one of the virtues, and give power to such exhortation, by quotations from the Bible, without violating either the letter or the spirit of the present law. Surely it is not needful that the revelation of God, so simple, and adapted to the understanding of children, should at all times be commented upon, in order to make its public reading profitable. Though some obscure phrases occur, there is scarcely a chapter of those portions of the Bible generally selected for public reading, which will not impart some potent truth to the comprehension of the youngest child allowed in our schools. This change in the law brings the reading of the Bible to the form in which it is generally used in our family devotions, and in the opening exercises of our church services.

The last change in the law upon the matter under consideration, has been affected by the provision releasing any child from reading out of a particular version of the Bible "*whose parent or guardian shall declare that he has conscientious scruples against allowing him to read therefrom.*" The reasons for this change have been already set forth. It should be noticed, however, that any scholar thus excused from reading the Bible *himself*, will *hear* it read by his teacher and his schoolmates.

It will be seen from the facts as here given, that no attempt has been made to legislate the Bible out of the schools, as has been currently reported in some places. The endeavor has been simply to modify the law relating to this subject, so as to secure the good sought through the old law, while at the same time, certain evils should be avoided, and justice done to all alike.

The object to be sought in the reading of the Bible in our schools is threefold. First, to present the Bible to the children as the inspired Word of God. Second, to assure the children that we do not overlook their religious nature. Thirdly, to impress upon them the duty of religious worship. Biblical instruction in the broad sense of the term, is not the end immediately sought. We are to trust to our homes, our Sabbath schools, our churches, for such education. Otherwise our schools will, before long, be conducted according to denominational distinctions. The present

law seems to meet all the above requirements. Under it, we have the reading of the Bible by the teacher, and the vast majority of scholars ; while *all* the scholars will *hear* it read. We have still secured to the teacher the privilege of instructing children to commit to memory passages of Scripture ; and still give the teacher liberty to give moral instruction derived from, founded upon, and enforced by scripture truth. What more, with a charitable regard for the religious faith of others, can we demand ? — *Congregationalist.*

REPORT OF TRUANT OFFICERS.

To the Honorable City Council of Lawrence :

THE undersigned, appointed Truant Officers for the year 1861, beg leave to present the following report :

In pursuance of the duties of their office, they adopted the following plan, mainly that of last year, in concurrence with his Honor, the Mayor, and the Superintendent of Schools. It was agreed that for the first act of truancy, the offender should be reported to the parent by his teacher in person, and his attendance upon school again secured if possible ; the repetition of the offence should be reported to the proper truant officer, whose duty it should be to place the truant in school ; and that on the third offence, the officer should place the truant in the truant class, in the Oliver Grammar School, charge of which was voluntarily assumed by Mr. Eaton, sub-master of the school. If the offence were repeated after entering the truant class, the truant was to be held answerable in a court of law.

The schools of the city were accordingly notified of the plan of operating, and the charge of a number of them assigned to the officer respectively. And thus we secured the attendance of some children ; and several, habitually truant, were sent to the Reform School. But to accomplish any very satisfactory results, more time was required than we could bestow, engrossed as we all were in the regular duties of our other relations. In pursuing known truants, we not unfrequently met a score of children that ought to

be in school as much as they. We have reason to believe that at a single period of time during the term of our service, there have been *two hundred* truants and absentees from school in the city.

It is painful to contemplate the consequences to the community and to the children themselves, of such a number of our youth educating in the streets, to habits of idleness leading directly to vice and crime. That our plan might be more thoroughly tested, previous to the first of October, the gratuitous services of Mr. Charles T. Chamberlain, janitor of several of the school buildings, were accepted; he being authorized by the School Superintendent to visit the various schools of the city during school hours, and ascertain the actual or supposed cases of truancy. He was instructed to register the names of those, and also of such children of the school-going age as he found idling in the streets, and, by friendly visits to the parents, to induce their regular attendance at school.

This experiment was so satisfactory, that at the end of six weeks, the Superintendent of Schools united with us in a petition to your Honorable Body for the appointment of Mr. Chamberlain as an additional truant officer, with the power of a policeman. This petition you promptly granted.

From the first of October up to the present time, Mr. Chamberlain has registered the names of forty truants, and ninety-eight absentees from school, some of whom had been in the city without attending any school for five years. Of this whole number, thirteen have been placed in the truant class, and the remainder in other schools of the city. None of those placed in the truant class have been truant since, and all have been finally secured in habits of studiousness and constancy of attendance.

By the patient pursuit of his duties, by combining with his vigilance and firmness a spirit of kindness, Mr. Chamberlain has secured the confidence and coöperation of many parents; he has rid the streets of an offensive, not to say dissolute and dangerous class of juvenile society, securing them in habits of regularity, and in the means of acquiring the elements of a practical education; and by universal testimony, his mission has proved an important auxiliary in the discipline of all the lower grades of schools.

We therefore recommend, without hesitation, the continuance

of this officer as the most economical and most efficient mode of suppressing truancy and vagrancy, and we trust that your successors in office will make an appropriation in anticipation of its continuance for the coming year.

GEO. A. WALTON,	} <i>Truant Officers</i>
GEO. P. WILSON,	
J. S. PERKINS,	

for 1861.

Lawrence, Dec. 24, 1861.

BREATHE THROUGH THE NOSE.

MR. GEORGE CATLIN, the famous painter and investigator of the habits and customs of Indian tribes, has recently published a pamphlet, entitled "The Breath of Life," in which he undertakes to demonstrate that the common practice of breathing through the mouth is very detrimental to health. He says that it is not a natural habit, for when God created man, "he breathed the breath of life into man's nostrils," and why should he not *continue* to live by breathing it in the same manner? The mouth was made for the reception and mastication of food for the stomach and other purposes; but "the nostrils, with their delicate and fibrous linings for purifying and warming the air in its passage, have been mysteriously constructed, and designed to stand guard over the lungs — to measure the air and equalize its draft during the hours of repose. The atmosphere is nowhere pure enough for man's breathing until it has passed this mysterious refining process, and therefore the imprudence and danger of admitting it in an unnatural way, in double quantities, upon the lungs, and charged with the surrounding epidemic or contagious infections of the moment. The impurities of the air which are arrested by the intricate organization and mucus in the nose, are thrown out again from its interior barriers by the returning breath. The air which enters the lungs is as different from that which enters the nostrils as distilled water is different from the water in an ordinary cistern and frog-pond."

He argues that the habit of sleeping with open mouth is particularly hurtful; points out a number of diseases which are traceable to this cause, and among the rest ascribes the early decay of the teeth to it.

Resident Editors' Department.

MEETINGS AT THE EDUCATIONAL ROOM.

THE meeting of teachers at the Educational Room on Saturday, the 12th ult., was a very interesting and profitable one. It was unanimously voted to hold such a meeting on each Saturday afternoon, commencing at *half past two* o'clock, and closing at *four*.

There seems to be some doubt on the part of our female teachers whether they are invited to attend or not. We can assure them that they *are* invited; and, as the meetings will be conducted without formality and upon the conversational plan, we hope they will not only be present, but consent to take part in the discussions.

METHODS OF TEACHING SPELLING.

THE remarks of the teachers at the meeting, at the Educational Room, on Saturday, the 12th ult., showed plainly that latterly increased attention had been paid in our schools to teaching spelling, and, as far as our own observation goes, we know that the scholars of our schools are better spellers than were those who occupied their places five or six years ago. The war upon the spelling-book with its "nonsense columns," as they were termed, was not without its results. The spelling-book went down, and good spelling went down with it. Perhaps it need not have been so. But when taught in connection with reading or definitions, and never as a thing by itself, it naturally became of secondary importance, and received but little attention. Now, though spelling lessons are learned from reading books, geographies, arithmetics, histories, or whatever books may be used in schools, the spelling-book is the main reliance.

Without reporting the remarks made by the particular speakers, we simply purpose in this article to give the various methods of teaching spelling there spoken of, in such order as seems to us most convenient. The general idea seemed to be that scholars ought to become good spellers, better even than those of our advanced classes now, by the time they are ten or twelve years of age. To this end more attention must be paid to the subject in the lower classes, or in the lower grades of schools. The sur-

prising results attained in one of the Providence primary schools, was cited. Scholars but seven or eight years of age were able to stand tests even more severe than those usually applied to our advanced classes. They had been through a spelling-book as difficult as Worcester's so many times, that they were perfectly familiar with the words, could read them at sight, and spell the most difficult selections with but few failures. One little colored boy, not eight years old, seemed to be a perfect spelling machine. He was taken into a grammar school, and plied with words by teachers and scholars for a long time, without making a single failure. For the benefit of our primary teachers, we will state how this was accomplished.

Spelling was made the main thing in the schools. The scholars did not commence using reading books, even, till they were good spellers. It would seem from the description given, that it was nothing but *spell, spell*, from morning till night. The teacher would assign the lesson to the class, and when they were ready to recite, would divide the class into little groups about the room. The scholar at the head of each group would hear the next one spell every word of the lesson, or until he missed. As soon as he missed, he would open his book and commence studying. So he would go through the group. Then one of the group would hear him spell. Each pupil was required to study the lesson till he could spell every word. This was done over and over each half day. They would thus go through the spelling-book several times while they were in the school. This familiarity with words, attained by the use of the spelling-book, was found a great aid in reading. It will be observed that all this was accomplished by oral spelling.

Some gentlemen were advocates of quite a different method. They would dispense almost entirely with oral spelling; would have young children taught to print or write as soon as possible, and at the recitation require the words to be written. Others, again, would combine both methods. We are inclined to coincide with the last. No doubt, with the youngest children, the spelling must be oral; and, perhaps, it should be mainly so throughout the primary school course; but written exercises should come in as soon as the scholars are prepared for them, increasing in length and frequency as their ability to write increases. After a lesson has been recited orally, the writing of five, ten, or more words, as time permits, selected from the lesson, will not only afford a good test of each one's knowledge of the lesson, but be a valuable exercise in other respects.

We found the practice quite common in schools of requiring the scholars to pronounce the words of the lesson before studying them for spelling. In some schools the teacher first pronounces each word as correctly as possible, and the the scholars pronounce after him; then the scholars read the

words again, and after that spell them from the book. They are then prepared to study the lesson, and are in no danger of being misled by false pronunciation. An exercise like this, rightly managed, is a powerful aid to distinct utterance.

In advanced classes the general method of recitation is by writing from dictation. Some teachers look over each scholar's exercise themselves. Two gentlemen complained that this sort of work had made them poorer spellers than they used to be. They had seen some words so frequently spelt wrong, that the wrong way looked as natural as the right, and they were sometimes in doubt which was right. This is a literal sacrifice of themselves for the good of their scholars, besides being a curious fact. The general practice, however, is to have the scholars look over each other's work. If the same unfortunate result is experienced on their part, it is distributed among so many that probably each one's particular share is hardly appreciable. To this comes the objection that scholars cannot be trusted; that though disposed to be honest, they are often careless. This is true; but they can be trained to do this work well. Practice makes perfect, and practice is needed here as much as in other things. In passing the exercises from one to another, care should be taken that there is not a mutual exchange, so that one scholar may say to another, "You report me 'all correct' and I will you." Let the first pupil carry his exercise to the lowest in the class, and then let each pass his exercise to the scholar above him, and this is avoided. To insure accuracy, sometimes pass the exercises along in the same manner again, and have them looked over a second time, holding each scholar responsible for any words he has overlooked. Instead of allowing the scholars in turn to read the words, it is sometimes better to let a scholar with a good clear voice read the whole list.

When scholars are spelling orally in turn, or as called upon, it was suggested that the teacher should not be in the habit of indicating whether the word is spelled rightly or not. If a word is spelled wrong, let him put out another as usual, but expect the word missed to be first spelled, and all who allow it to pass are reckoned as failing. One teacher stated that he did not allow the word to pass beyond two scholars, so as to avoid confusion. Some are in the habit, also, of frequently putting the same word to the next, when not missed. These methods tend to fix the attention, and compel each pupil to rely upon himself.

The method followed in the first class of one of the city schools, is as follows: The scholars have completed the spelling-book, and the exercise now is one of review. Five pages are assigned for a lesson. From these five pages a boy is designated to select fifty words, such as he thinks most likely to be missed. He writes these off as handsomely as he can, and hands the list to his teacher. The other boys are not to know the words

selected. At the recitation these words are dictated to the class. The boy who selected the words does not write them, but stands out and defines them as they are enunciated. The slates are then passed from one to another, and the errors are marked as the words are read over. Each one takes the reports as given, and calculates the percentage of the class. After the exercise, each boy writes in a blank book all the words he has missed. These he is expected to learn. After the spelling-book has been thus completed, the lessons are taken from these books of failures, beginning with that of the first boy, and so on through the class.

Some teachers require the words to be written upon the blackboard. If the class is small, it may not be inconvenient for all to go to the board, and each one write out the whole exercise. In other cases, one boy goes to the board, and does the writing, while the others watch him, and are required promptly to raise their hands at every mistake. In still others, each boy goes to the board as he is called, and writes one or more words as they are dictated.

These various methods will no doubt furnish useful hints to our readers. If any teachers can send us other good methods, we shall be glad to publish them. The essential points in securing good spelling seem to be, giving the exercise that prominence in the programme of school studies which it deserves, awakening such an interest on the part of the scholar as will lead to faithful study, and applying such tests in the recitation as will demand a thorough knowledge of the lesson. Reviews must be frequent, for it is repetition that firmly fixes the word in the mind.

A HARD CASE.

"You will have one boy in school who will make you trouble. John — is a *hard case*. I have not been able to do much with him."

So, many years ago, said a gentleman to whose position as Principal of a High School I was about to succeed. Thus forewarned, I carefully scrutinized, at the earliest opportunity, the appearance of Master John. He was a stout boy, about fifteen years of age, possessing, evidently, great physical and mental activity. The form of his head and the expression of his countenance indicated a strong will, large combativeness, and abundant mirthfulness. His face manifested frankness and fearlessness, and his keen eye looked as if it could flash with fight, as well as sparkle with fun. The conclusion arrived at was that John could be led, but could not be driven. Upon the whole I was pleased with the boy; and I began to sus-

pect that he had been considered a hard case, not wholly of his own fault, but because only the worst phase of his character had been brought out.

For some days Master John was suffered to do as he pleased; and he very soon showed that he pleased to make more fun than could be allowed in school. John must be checked. The question was, How shall it be done?

When about closing school one afternoon, I said to him, "John, I wish to see you after school." His look seemed to say in reply, "Who cares?" After the other scholars had gone, I said to John, who appeared to be ready for any emergency, "What have you got to do this afternoon?" "Nothing, Sir;" he answered. "Well, John, I am going to prepare some experiments in the laboratory, and I should like to have you help me, if you will." Instantly every shade of defiance vanished from his countenance; his eyes sparkled with delight, and he eagerly said, "Yes, sir! yes, sir! I should like to help you first-rate!" He went with me to the laboratory, where I made work for him; and whatever it was safe for him to do, I permitted and instructed him to do.

From that day, whenever I went to the laboratory, Master John went. He was pleased with the confidence placed in him. He was interested in scientific illustrations and investigations. He became studious; ceased from untimely sport; tried to satisfy his teacher; and, in a word, became one of the most docile and manly pupils in the school.

Said his mother to me, one day, "Mr. —, what have you been doing to my son?" "Why, Madam?" I asked. "Why," said she, "I used to have to drive him to school, but now he won't stay at home, on any account."

For about a year Master John maintained an excellent character. At the end of that time I went to another field of labor, and he passed to the hands of my successor. This gentleman, who many years ago left the teacher's desk, believed in the most rigid and direct enforcement of law. Whoever did not yield implicitly to his authority, must be forcibly compelled to yield. All must come squarely up to his requirements, or be punished. He had little faith in indirect ways and means of influencing children. "There is the law," he said; "obey it, or suffer the consequences."

And John did "suffer the consequences." The new discipline aroused the combative part of his nature; compulsion begat resistance; severity produced hate; until, at last, the ill-will engendered between teacher and pupil culminated into a personal conflict, in which the teacher by his superior strength dashed the head of his pupil against a stove, and left him bleeding upon the school-room floor. John had again become the "wors boy in the school." *Whose fault was it? John's, or the master's?* *

EXAMINATION OF CANDIDATES FOR THE WORCESTER HIGH
SCHOOL. WINTER TERM, 1861.

ARITHMETIC.

1. How many rolls of wall paper, each 10 yards long and 2 feet wide, will it take to cover the sides of a room 22 feet long, 16 feet wide and 9 feet high?
2. A farmer has 231 bushels of barley, 369 bushels of oats, and 393 bushels of wheat, all of which he wishes to put into the smallest number of bags of equal size without mixing; how many bushels must each bag contain?
3. Four persons start from the same point to travel round a circuit of 300 miles. A goes 15 miles a day, B 20 miles, C 25 miles, and D 30 miles a day. How many days must they travel before they will all come together again at the same point, and how many times will each have gone round?
4. What number is that which being diminished by the difference between 3-4 and 3-5 of itself leaves a remainder of 34?
5. If 1-6 of John's marbles are equal to 1-8 of James's, and together they have 56, how many has each?
6. What will a pile of wood 26 ft. 8' long, 6 ft. 6' high, and 3 ft. 3' wide, cost at \$3.50 a cord?
7. Multiply 294 millionths by one millionth, and express the answer both in figures and in words.
8. If 5 compositors in 16 days, working 14 hours a day, can compose 20 sheet of 24 pages each, 50 lines in a page and 40 letters in a line, in how many days, working 7 hours a day, can 10 compositors compose 40 sheets of 16 pages in a sheet, 60 lines in a page and 50 letters in a line?
9. Sold 5520 bushels of corn at 50 cents a bushel and lost 8 per cent.: how much per cent. would have been gained had it been sold at 60 cents a bushel.
10. What is the square root of 425,104? Give reasons for all the steps of the process.

N. B. Exhibit all your work and explain as fully as time will allow.

ENGLISH GRAMMAR.

"Now came still evening on, and twilight gray
Had in her sober livery all things clad.
Silence accompanied, for beast and bird,
They to their grassy couch, these to their nests
Were sunk, all but the wakeful nightingale,
She all night long her amorous descant sung."

1. Name all the adverbs in the preceding extract. Give principal parts of *came*. What parts of speech are *still* and *gray*, and what is their use here?
2. Analyze the first two lines. Give principal parts of *clad*, and parse it. What is meant by "sober livery"?
3. What is the object of *accompanied*? What part of speech is *for*, and its use? To what do *they* and *these* refer?
4. Give the principal parts of "to sink." What is the subject of "were sunk"? Parse *all* and *but*.
5. How is *nightingale* governed? In the last line, parse *all* and *long*.

6. Give principal parts of "to sing." Name all the personal pronouns in the extract, and explain the use of each, stating in what case it is.
7. What part of grammar treats of Letters? Of Sentences? Of Words? Of Poetry?
8. In the second and sixth lines, why are the pronouns in the feminine gender?
9. Write sentences exhibiting six different uses of the noun.
10. Write sentences containing respectively, an intransitive, transitive, passive and auxiliary verb.

GEOGRAPHY.

1. Name the rivers, mountains, capes, bays, islands, counties, cities, colleges, area and population of Massachusetts.
2. Give the area and population of the United States according to the census of 1860. Name ten of the principal rivers in the U. S., stating their source, direction, and where they empty.
3. How many and what are the loyal states and territories? The rebel states?
4. Name the five smallest and five largest of the states, with the capital of each.
5. Give the location of the following places with as much precision as you are able.
Hampton? Norfolk? Beaufort? Savannah? Charleston? Santa Rosa Island? Paducah? Cairo? St. Louis? Lexington?
6. Name the states of South America, with their capitals.
7. Where are Lofoden Island? Vienna? Sevastopol? Munich? Berne? Palermo? Straits of Bonifacio? Elba? Cape Tarifa? Reykjavik?
8. A and B travelled around the earth, A on the parallel of Worcester, B on the parallel of London. Which travelled the greater number of miles? How many degrees did each travel? Explain.
9. By what waters are the following islands bounded? West India? British? Sandwich? Ireland? Madagascar?
10. Draw an outline map of the grand division which has the greatest population.

HISTORY OF THE UNITED STATES.

1. What great navigator flourished in the time of Cortez? What achievement did he perform? What was his fate?
2. When and by whom was the Connecticut discovered? What is the meaning of the name? What trading-post was early established on its banks?
3. Who discovered the island of Manhattan? For what price was it afterwards purchased of the Indians? What is the origin and meaning of the name?
4. Who named Maryland, and for what reason was the name given? Who gave the name to New Jersey, and why?
5. What was the origin of slavery in the new world? When was it recognized by law in the Spanish colonies?
6. Give an account of the evacuation of Boston by the British. What is the date of this event? How did Congress show their gratitude for the success?
7. Describe the battle of Trenton and the crossing of the Delaware.
8. Relate the story of the murder of Jane McCrea.

9. Name the commanders-in-chief of the royal forces during the war of the Revolution.

10. Name all the Presidents of the United States in the order of their accession.

PHYSIOLOGY.

1. Define *ligaments, muscles, tendons, nerves*.

2. What is saliva, by what made, and what two uses does it subserve.

3. Give the description, location and use of the Oesophagus, Stomach, Pylorus, and Liver.

4. Define chyme, chyle, bile, lacteals, digestion.

5. How many stomachs has the sheep, and what is the length of its intestines? Why greater than in man?

6. Describe the parts and the action of the heart. About how many times does it beat in a minute?

7. What is respiration, its object and the organs by which it is effected?

8. Describe the breathing apparatus of plants, fishes, insects and birds.

9. Whence comes the waste matter in the system, and how is it disposed of?

10. Give a minute description of the human skeleton, naming the principal bones which compose it.

AMERICAN INSTITUTE OF INSTRUCTION.

THE Thirty-third Annual Meeting of the American Institute of Instruction will be held at Hartford, Conn., Aug. 19, 20, and 21. The following gentlemen have consented to lecture before the Institute: Hon. D. N. Camp, Commissioner of Public Schools, Conn.; Joshua Kendall, Esq., Prin. of R. I. State Normal School; Hon. Wm. D. Swan, Boston; Hon. Joseph White, Secretary of the Mass. Board of Education; President Eliot, of Trinity College; and L. Hall Grandegent, Esq., of Boston.

A fuller programme will be published at an early day, containing the questions for discussion, railroad facilities, and such other matters as may be of interest to the friends of education.

A. P. STONE, *President*.

W. E. SHELDON, *Secretary*.

VIRGINIA AND NEW YORK. — In the Wise Legion taken at Roanoke Island, out of 64 men in a company, only 7 could sign their names; and in a company of 58, only 5; that is, out of 122 men, 110 had to make their "marks," — a proportion of 901 men to 1,000! And this was the *Wise* Legion.

When the 7th New York Regiment received its call to Washington, every man in the regiment, without a single exception, wrote his own name on the pay roll.

There is a field opened to the "Yankee schoolmaster" ripe for the harvest.

INTELLIGENCE.

PERSONAL.

Levi P. Homer, Instructor in Music in Harvard College, at Cambridge, died last March. Mr. John K. Paine, of Portland, Me., recently of Boston, has been appointed as successor. Salary \$1000.

Papers contain the announcement of the death of *Hon. Theodore Frelinghuysen*, so widely known and esteemed for his active interest in the great religious and philanthropic movements of the day. He was born in Millstown, N. J., March 28, 1787, graduated at Princeton College in 1804, studied law, was Attorney General of his native state from 1818 to 1829, was Senator in Congress from 1829 to 1835, was Chancellor of the University of New York from 1839 to 1850, and since that time has been President of Rutgers College, N. J.

Lieut. Henry Reuben Pierce, late Master of the High School in Woonsocket, R. I., fell in battle at Newbern, N. C., at the moment of victory. He was born at Coventry, Vt., but was educated in Massachusetts, working his way almost unassisted through the preparatory school at Easthampton and the College at Amherst, where he graduated with honor in 1853. Immediately upon leaving College, he took charge of the High School in Saxonville, where, as afterwards at Hopkinton and Uxbridge, he was known as an earnest, cordial, frank, and hearty worker, in his profession and every good work. He once prepared himself for the legal profession, but gave it up when he became satisfied that teaching was his proper vocation. A wife and infant child are left to mourn his loss, in connection with friends, classmates, and associates, all of whom loved him in life even as they honor him in death.

B.

SCIENTIFIC INTELLIGENCE.

A NEW TELESCOPIC COMET was discovered on the morning of Jan. 9th, by Dr. Winnecke, at the Imperial Observatory of Poulkova, near St. Petersburg.

M. LEVERRIER obtained a complete observation of the great comet of last summer on the night of Dec. 27. Its distance from the earth was then 313,000,000 miles. It appears that the first discoverer of this comet was Mr. Tebbutt, a young Australian farmer and amateur astronomer, who saw it as early as the 13th of May.

ENCKE'S COMET, which performs its journey in three years and four months, has been visible to the telescopic gazer since the commencement of the year. This comet puzzles the astronomers, as it seems to have but little regard to the theory of universal gravitation. According to that theory each heavenly body must be attracted in the inverse ratio of the squares of the distances; and consequently move in a conic section; but here is a heavenly body moving in a spiral, not therefore attracted according to the inverse ratio of the squares, but in the inverse ratio of the cubes, of the distances. Consequently, it is drawing nearer and nearer the sun, and must, after the lapse of ages, fall into it.

A GREAT METEOR IN EUROPE. — A magnificent meteor was seen in the heavens above a great extent of Northern Germany, in the evening of Jan. 3. It has been described by Prof. Heis, in his "Weekly Papers on Astronomy." It was simultaneously visible at Berlin, Dresden, Munster, Dessau, and other widely distant places. At Dessau its appearance was preceded by a sound resembling thunder. It was of a fiery red color, and equal to the full moon in apparent size, with a radiance so extreme as to resemble the dawn of day. Its computed height from the earth's surface during its protracted flight, was 29 miles. It must have been witnessed by millions in the North of Europe, and everywhere awakened feelings of wonder and awe.

BOOK NOTICES.

PHYSICAL TECHNIQS. By Dr. J. FRICK, of Friburg; translated by JOHN D. EASTER, Professor of Natural Philosophy and Chemistry in the University of Georgia. J. B. Lippincott & Co., Philadelphia.

Our first ejaculation, after ascertaining the character of this book, was, "Just what we want." We had searched the bookstores to no purpose to find some work of the kind; even by gleaning from several works we had not satisfied our need; — so it was with uncommon pleasure we laid the book upon our table, in order, as we had opportunity, to appropriate its contents.

Its object is to describe the apparatus necessary to physical illustration and experiment; to explain the process of construction so that a man with a little mechanical skill can construct much of his own apparatus; and, also, to give all the particulars requisite to success in experimentation. It is an octavo volume of about 450 pages, brought out in good style, with excellent and abundant illustrations. Its list of apparatus is quite full, and it affords much information very useful to those who desire to purchase.

THE AMERICAN JOURNAL OF EDUCATION. Edited by HENRY BARNARD, LL. D.

The March number of this Journal, being No. 1 of the new series and No. 27 of the whole series, has been received. Mr. Barnard's plan is to give in the new series a history of Pedagogy from the earliest times, systems of National Education, the history and present condition of Normal Polytechnic, and Military Schools, the history and courses of study of the best Colleges and Universities, and the lives and services of eminent Teachers, and Benefactors of Education. It is to be hoped that he will receive from teachers and friends of education the encouragement necessary to enable him to carry out his project.

The contents of the present number are, — What is Education; Conversation on Objects; Matthew Vassar, and Vassar Female College; The School-Master; Misery and Crime as affected by School Instruction; Gideon Hawley; Greek Views on Education; Roman Views on Education; System of National Schools in Ireland; Instruction in the German Language; Legal Provision for the Professional Education of Teachers in Prussia; The Earliest Plan of an Agricultural College in England; Plan of a Trade or Industrial School in England; Polytechnic School of

Baden, at Carlsruhe; Swiss Federal Polytechnic School at Zurich; Mark Hopkins; System of Public Instruction in the Grand Duchy of Baden; Guizot's Ministry of Public Instruction in France; Rhode Island State Normal School; Dana P. Colburn; Public Schools and other educational Institutions in Connecticut; Educational Movements and Intelligence. Portraits,—Matthew Vassar, Mark Hopkins, and Dana P. Colburn. Truly a rich number.

THE AGE OF FABLE, or Stories of Gods and Heroes. By THOMAS BULFINCH. Boston: Chase, Nichols & Hill.

We have cut from a Salem paper, (we have forgotten which one,) the following graceful notice of the book just named. Exercising a Yankee's prerogative, we *guess* that the facile pen of the Salem High School Master had something to do with this notice. At any rate we adopt its sentiments as our own.

"THE AGE OF FABLE."

"The Niobe of nations! there she stands,
Childless and crownless in her voiceless woe;
An empty urn within her withered hands,
Whose holy dust was scattered long ago."

We had Byron in hand, and had just been pausing over this most perfect word picture—word sculpture rather, for it is a rhymed statue, exquisitely finished by the chisel of a master artist.

"Daisy, dear," said we, reading the passage aloud, "do you know who Niobe was, and what nation the poet personifies here?"

"Of course I know," said Daisy, very pat, "for did n't our teacher give us that very passage the other day, as a fine example of *antonomasia*, and refer us to *The Age of Fable* for the story of Niobe?"

"Antonomasia!" said we, "what 's that, Daisy? When I was a boy, we should have called it *personification*."

"It 's personification, of course," replied Daisy, in a very schoolma'amly way, and with an obvious shade of contempt for papa's bald-headed and spectacled ignorance of rhetoric, "but *antonomasia*, too—the figure by which we put a proper noun for a common, or a common for a proper; as when we call Galileo 'the Columbus of the heavens.'"

"Or when Halleck," interrupted we, to show our pert instructor that we comprehended the lesson, "calls Columbus himself 'the world-seeking Genoese.' But what is *The Age of Fable*, Daisy?"

"A book on the teacher's table," was the reply, "and he says it is the best book of reference that we can possibly have, on Mythology and every thing of that sort. I wish you 'd get one for me."

After being duly teased for two or three days, (for what parent buys a book for school use, especially in these times, without some delay, and some grumbling—though, between ourselves, I think we often spend more money for less important purposes, and never mind it a bit!) we *did* buy Daisy the book, and we have spent some hours in looking it over.

It strikes us that it is the best book of the kind that we've seen—an admirable work to put into the household library. The ancient mythology, though very poor religion, was very beautiful poetry, and our modern literature is indebted to it for many of its most graceful and most impressive illustrations. Not only the poets, but the prose writers have drawn freely from this ancient fount of figurative language. In a single essay of Macaulay's you may count twenty such allusions. But all these illustrations, beautiful and forcible though they be, are wasted upon the reader who is not acquainted with the old Mythology; and *The Age of Fable* seems to us peculiarly adapted to be a popular manual of reference on the subject. The Classical Dictionaries, and all the larger and more learned treatises on the topic, are too cumbrous and too costly for popular purposes,—and too dull, being

crowded with scholastic disquisitions upon points of no interest to the general reader. Here in *The Age of Fable* we have the stories of the old Gods and Heroes told in a way that gives the book all the fascination of a romance; while some two hundred passages from our standard poets, scattered here and there through its pages, show how the old legends re-appear in the modern literature.

Moreover, the book is not limited to the classical mythology, but gives sketches of what is even less known to people generally—the Eastern Mythology, in its Indian and Persian forms, and the Northern Mythology, the wild but poetical belief of our Saxon ancestors.

We think that a man who gives so much that is at once useful and entertaining, in a neat and well illustrated volume, which you can buy at the price of the last "sensation" novel, does the reading public a good service. For ourself, we cannot refrain from giving him this unsolicited expression of our gratitude.

Perhaps we ought to add that the full title of the book is "*The Age of Fable; or, Stories of Gods and Heroes*;" that it was compiled by Mr. Thomas Bulfinch, and first published some five or six years ago. It has passed through several editions, and deserves a yet wider popularity. As we have said, you cannot find a better key to all these allusions, in our English literature, to

"The intelligible forms of ancient poets,
The fair humanities of old religion,
The Power, the Beauty, and the Majesty,
That had their haunts in dale or piny mountain,
Or forest, by slow stream, or pebbly spring,
Or chasms or watery depths."

OBJECT LESSONS. By A. S. WELCH. A. S. Barnes & Burr, New York.

We like this book, and can heartily commend it to the teachers of Primary, and of ungraded schools. The first lessons are designed for young children who have not even learned the alphabet; then follow lessons for pupils more advanced, including the alphabet in drawing lessons, colors, forms, measurements, spelling by object lessons, etc. Mr. Welch is the Principal of the Michigan State Normal School, and in preparing this book for teachers has done the schools good service.

EXERCISES FOR DICTATION AND PRONUNCIATION. By CHARLES NORTHEND, A. M.

This book is designed as an accompaniment to the spelling-book in the higher classes of our schools. It gives us hints on spelling, rules, combinations of difficult terms, scientific terms, proper names, shipping lists, price-currents, etc., etc. It will not only prove valuable as a text-book, but many of its exercises may be used to advantage in schools where it is not adopted as such.

STATISTICAL POCKET MANUAL. Vol. II. D. P. BUTLER, 142 Washington Street, Boston.

Those who have Vol. I. of this little Manual will be quite sure to get Vol. II.; and those who have not will need to secure both. This volume gives the Major-Generals and their Staffs, an account of the military expeditions, gunboats, mortar fleets, the Merrimac and Monitor, the tax bill, and more things than we have space to enumerate.

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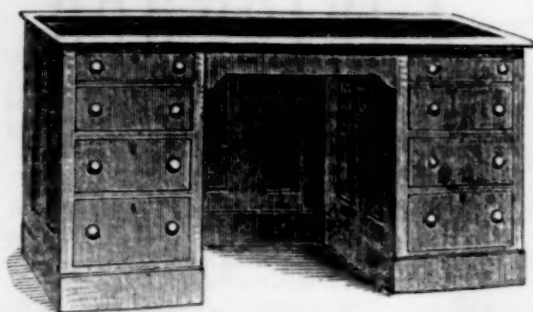
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